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ABSTRACT

This text aims to provide a comprehensive and cohesive look at theory and practice in transition of persons with mild disabilities. Part I addresses transition's rationale, definitions, components, legislative history, models, related models, and supports and barriers. Part II examines the relationship of secondary and postsecondary special education to transition, focusing on foundations, academic guidance, assessment, programming, and follow up. Part III addresses the relationship of vocational education and vocational rehabilitation to the transition of persons with mild disabilities. The emphasis in part IV lies on the career education components of transition, including the subcomponents of work support skills, independent living skills, and citizenship skills. Part V stresses the major issues involved with transition within different environments and levels of interaction, including society, institutions, family, agencies, interagency relations, and recreation. This part also discusses transition's long-term effects and the future of transition. Each of the text's five parts begins with a preview which includes a vignette or series of vignettes about individuals with mild disabilities whose histories illustrate key issues. References accompany each chapter. (JDD)

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